



**Sydney Church of England  
Grammar School  
North Sydney**

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**December, 1971**

# Sydney Church of England Grammar School

Speech Day—9th December, 1971

Visitors are requested to be seated before 2.45 p.m.

The Official Party will arrive in the  
marquee at 3.00 p.m.

## OPENING SERVICE

### Prayer

### Hymn

O God, our help in ages past,  
Our hope for years to come,  
Our shelter from the stormy blast,  
And our eternal home!

Beneath the shadow of Thy throne  
Thy saints have dwelt secure;  
Sufficient is Thine arm alone,  
And our defence is sure.

Before the hills in order stood,  
Or earth received her frame,  
From everlasting Thou art God,  
To endless years the same.

A thousand ages in Thy sight  
Are like an evening gone,  
Short as the watch that ends the night  
Before the rising sun.

Time, like an ever-rolling stream,  
Bears all its sons away;  
They fly, forgotten, as a dream  
Dies at the opening day.

O God, our help in ages past,  
Our hope for years to come;  
Be Thou our guard while troubles last,  
And our eternal home!

Lesson:—I Peter, ii. 11-25.

### Prayers

## PRIZE GIVING

The Chair will be taken by His Grace, Most Reverend M. L. Loane,  
M.A., D.D., Lord Archbishop of Sydney and President of Council.

Summary of the Headmaster's Report.

The prizes will be presented by C. O. Healey, Esq., O.B.E., T.D., M.A.,  
F.A.C.E., Principal of Scotch College, Melbourne.

Vote of thanks by the Senior Prefect.

### Benediction

### National Anthem

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Tea will be served in the School Grounds.

## COUNCIL

### President:

THE MOST REV. THE LORD ARCHBISHOP OF SYDNEY.

### Chairman of Council:

J. E. M. DIXON, B.Ec., A.A.S.A.

### Hon. Secretary:

A. B. PODGER, B.E.

### Hon. Treasurer:

T. A. TONKIN, B.Ec.

### Members:

Rev. Canon S. G. STEWART, Th.L.  
Rev. R. S. R. MEYER, B.A., B.Ed., Dip. Journ., Th.L.  
Rev. J. E. WHILD, B.A.  
Rev. Canon D. W. B. ROBINSON, M.A.  
Rev. E. D. CAMERON, B.D., Th.Schol.  
Rev. R. C. WEIR, Th.L.  
R. B. HIPSLEY, B.E.  
Dr. A. DISTIN MORGAN, O.B.E., M.B., Ch.M., D.A., F.A.C.A.,  
F.F.A.R.C.S., F.F.A.R.A.C.S.  
R. E. LUDOWICI.  
Dr. Ian W. HOLT, M.B., B.S., D.T.M., D.T.H.  
W. L. J. HUTCHISON, A.C.A., A.C.I.S., Th.L.  
Dr. T. S. HEPWORTH, B.A., Dip.Ed., Ed.D., M.A.C.E.  
Prof. L. W. DAVIES, B.Sc., D.Phil., F.Inst.P., F.A.I.P., F.I.R.E.E.  
K. R. UTZ.

## STAFF

### Headmaster:

B. H. TRAVERS, O.B.E., p.s.c., B.A.(Syd.), M.A., B.Litt.(Oxon.) F.A.C.E.

### Senior Master:

K. D. ANDERSON, M.A. (N.Z.), M.A.C.E. (3),  
Housemaster Robson House.

### Chaplain:

Rev. L. M. ABBOTT, B.E.(Adel.), B.D.(Lon.), Dip.Ed.(N.E.), F.S.A.S.M.,  
A.R.A.C.I., Th.L., M.A.C.E.

### Masters:

W. SAWKINS, B.A., Dip.Ed.(Syd.), (5), Housemaster Hodges House.  
T. MILFULL, B.A.(Qld.).  
P. R. M. JENKINS, B.A.(Syd.), M.A.C.E. (3).  
J. W. BURNS, B.A.(Syd.), (2), Housemaster Barry House.  
L. M. JAMIESON, B.A.(Syd.), M.A.C.E.  
R. BLOMFIELD, B.E.(Syd.), Dip.Ed.(Melb.), M.A.C.E.  
R. K. DOIG, A.S.T.C., (8).  
J. K. MORELL, B.A., Dip.Ed.(Syd.), Master of Lower School.  
J. E. COLEBROOK, M.A.(Cantab.), M.A.C.E., (4).  
A. J. MOYES, M.A.(Cantab.), (9), Master of Middle School.  
J. W. MATHERS, Dip.Ph.Ed., T.C.(Syd.).  
N. A. EMERY. (11).  
A. E. STAFFORD, A.C.P.(Lon.), (6).  
W. FOULKES, T.C.(Newc.).  
M. HOWARD, B.A., M.Ed.(Syd.), T.C.(Wymondham).  
D. J. ROSSELL, B.A., Dip.Ed.(Syd.), M.A.C.E.  
G. J. WHITE, B.Ec.(Syd.), (10).  
P. I. PHILPOTT, T.C.(Syd.).

- T. W. BREWIS, M.A.(Oxon.), (1).  
**I. R. BARLOW**, B.Sc., Dip.Ed.(Syd.), **Housemaster School House.**  
**F. H. ROSS**, B.Sc. (Chem. Eng.) (N.S.W.), Dip.Ed.(Melb.), A.S.T.C.  
**G. J. LEWARNE**, B.Sc.(Syd.), Dip.Ed.(N.E.).  
**B. J. EDWARDS**, T.C.(Tas.), F.R.H.S.  
**T. G. MACARTNEY**, M.Sc.(N.Z.), A.R.A.C.I.  
**D. C. RAADGEVER**, Dip. Fr., Gn., Span.(Amst.).  
**P. R. CARROLL**, B.A.(Syd.), Dip.Ed.(N.E.)\*  
**Rev. R. F. BOSANQUET**, B.A.(Syd.), Th.L., M.A.C.E.,  
**Master of Preparatory School, Housemaster Purves (Junior) House.**  
**J. W. MOIR**, B.A.(Syd.).  
**P. J. CORNISH**, B.A.(N.S.W.), Dip.Ed.(Newc.)\*  
**S. W. GILLESPIE.**  
**W. B. S. PIERCE**, F.R.C.O., F.T.C.L.(Lon.), L.Mus.A.(Syd.), (7).  
**A. J. de V. HILL**, B.A. (Syd.), F.R.G.S., M.A.C.E.  
**Rev. R. E. EVANS**, Th.L.  
**D. G. SPURR**, B.A.(N.E.).  
**R. K. WHILEY**, M.A.(Oxon.).  
**Rev. D. C. S. SMITH**, A.T.T.I.  
**W. T. REINHOLDT.**  
**A. R. P. STEELE**, B.Sc.(N.E.)\*  
**J. R. GORHAM**, B.A., Dip.Ed.(Syd.).  
**N. J. CURRAN**, B.A.(Syd.).  
**C. W. HAWKINS**, T.C.(Wollongong).  
**Rev. N. K. MACINTOSH**, B.D.(Lon.), Th.Schol.  
**J. B. R. TERRY**, L.R.A.M., A.R.C.M., F.T.C.L., L.G.S.M.  
**A. J. OWEN**, B.A., Dip.Ed.(N.E.).  
**R. J. McINTOSH**, B.A.(Syd.), D.T.G.  
**R. A. EVANS**, M.I.I.A.  
**H. T. ANDREW**, B.A.(Syd.).  
**R. G. PULLER**, Phys. Ed. Inst. (formerly R.A.N.)  
**K. L. CLEGG**, C.P.Ed.(Melb.), Cert.Ed.(Reading).  
**K. E. JONES**, B.Ec., A.Ed.(Qld.).  
**C. M. St.G. POTTER**, B.Sc.(Lon.).  
**D. H. HICKS**, B.A.(Syd.).  
**B. R. NICOL**, Cert.Ed.(Exeter).  
**W. M. EASTON**, B.Sc., Dip.Ed.(Syd.).  
**Mrs. A. W. HART**, B.A.(Syd.), Dip.Lib.(N.S.W.), M.A.C.E., A.L.A.A: (12).  
**A. M. ASHBY**, M.A.(Oxon.).  
**N. J. GILBERT**, B.Sc.(Syd.).  
**I. R. CHAPMAN.**  
**W. B. CRISPIN**, M.A.(Oregon), D.U.(Montpellier), T.C.(Armidale)

**Senior in** (1) English, (2) Classics, (3) Modern Languages, (4) History, (5) Mathematics, (6) Science, (7) Music, (8) Art, (9) Geography, (10) Economics and Commerce; (11) Games; (12) Library.

**School Counsellor:** **R. K. CHAMBERS**, B.Ec.(Syd.), Dip.Ed.(Melb.), A.B.Ps.S., M.A.Ps.S.

#### **VISITING STAFF**

**Guitar:** **K. BUTCHER.**

**Tennis:** **V. EDWARDS.**

**Woolclassing:** **F. G. WILSON.**

**Sergeant Majors:** **J. H. DIXON**, J.P. (formerly 2nd A.I.F.); **B. R. SCOTT** (formerly CPO COX, R.A.N.).

**Bursar:** **J. E. McCANN**, B.Com., A.A.S.A. (Senior), A.S.T.C.

**School Medical Officer:** **Dr. R. M. DEY**, M.B., B.S.(Syd.).

\* On leave.

## PREFECTS

**Senior:** D. J. WATSON; **Second:** R. A. MOYES.

**Prefects:** P. D. BUTLER, I. R. HATCHETT, A. W. HOLMES à COURT, S. A. LEE, W. A. MACKAY; T. L. P. HODGSON, D. J. ROSSITER, L. R. TOWNLEY, S. R. WILLIAMS.

**Sub-Prefects:** A. G. BOSANQUET, R. S. GRAY, GREGORY R. WILSON; M. N. FALK, C. F. FENTON; S. T. ARMSTRONG, M. D. BURFIELD, A. D. CAVILL, J. D. COOK, J. A. D. de GREENLAW, R. K. FITZHERBERT, R. H. FULLER, T. W. I. GEDDES, R. J. MANUELL, J. I. MATHERS, D. L. F. MAY; R. L. DEY, J. M. HAIGH, P. J. KALDOR, D. M. STRANGE, A. W. SWEETNAM; J. I. CAMERON, M. A. CHAMPION, M. T. McKAUGHAN, G. W. PAYNE, S. B. ROBERTSON, P. M. SELOSSE, D. G. STURROCK; E. J. D. BARKER, I. C. CLARKE, D. J. COGHLAN, S. A. HOLLIDAY, R. T. LESLIE, H. F. MACNEIL, M. J. MATHERS, S. C. McDOWELL, J. E. POWELL, J. B. SAUTELLE, T. D. SAWKINS.

## CAPTAINS OF GAMES

**Athletics:** P. M. SELOSSE; **Basketball:** M. D. BURFIELD; **Boats:** S. A. LEE; **Cricket:** M. N. FALK; **Football:** S. R. WILLIAMS; **Golf:** S. A. HOLLIDAY; **Shooting:** D. L. HAMMOND; **Swimming:** I. R. HATCHETT; **Tennis:** A. G. BOSANQUET.

## SCHOLARSHIPS, 1971

A.B.S. White Scholarship .....	D. J. Watson
Old Boys' Union Scholarship .....	T. L. P. Hodgson
Bruce and Eldon Beale Prize .....	{L. A. Pollard
	{M. B. Edye
S.C.E.G.S. Association Bursary .....	D. L. Hammond
S.C.E.G.S. Association Exhibition No. 1 .....	{P. J. Kaldor
	{G. B. Cranney
S.C.E.G.S. Association Exhibition No. 2 .....	{J. P. Wall
	{J. B. Sautelle
Grainger Exhibition .....	{L. R. Townley
	{P. A. Cole
J. N. Graham Exhibition .....	{R. F. Gray
	{J. W. McPhail
Junior Entrance Scholarship:	
(Oswald Stanton-Cook) .....	J. D. Collins
(Hodges) .....	T. S. Olds
(Christina Campbell) .....	M. F. Harrigan
(Council) .....	J. W. F. Gidney
	{R. J. Halliday
Junior Close Scholarship .....	{T. C. Sutherland
	{A. G. Robinson
	{O. P. Wood
	{C. J. Fogl
	{I. C. Hargreaves
Junior Open No. 1 .....	{A. R. Nossal
	{A. D. Lee
	{D. E. Farmer
Junior Open No. 2 .....	{M. J. McDowell
	{B. C. Newell
	{J. D. Molesworth
	{R. P. Salmon
	{D. A. Patrick
Archbishop's Exhibitions .....	{R. A. Clarke
	{D. G. Giltrap

## PRIZE LIST, 1971

	GENERAL PROFICIENCY	GENERAL MERIT
<b>DIVINITY</b>		
<b>Form</b>	<b>PREPARATORY SCHOOL</b>	
<b>I</b>	N. M. M. Hardwick	N. M. M. Hardwick
<b>Remove B</b>	M. A. Skipper	M. J. Scougall
<b>Remove A</b>	J. M. Palmer	D. W. Stevens
<b>IIB</b>	S. M. McNulty	J. R. K. Whiley, R. W. Y. Yeow
<b>IIA</b>	D. C. Shelley Jones	E. C. Merewether
	(P. J. Scougall)	G. R. D. Jones

### LOWER SCHOOL

<b>IIIC</b>	C. I. Leslie	H. J. M. Taylor	D. I. Allport
<b>IIIB2</b>	M. A. L. Cocks	M. A. L. Cocks	M. B. Maxwell
<b>IIIB1</b>	M. B. Wilkinson	S. W. R. Beggs	M. J. E. Sutton
<b>IIIA2</b>	B. S. Gambrill	B. S. Gambrill	R. R. Lemon
<b>IIIA1</b>	(J. D. Collins)	(J. D. Collins)	A. J. Tapp
<b>SC</b>	S. C. Davies	P. M. Gillings	A. R. McCormack
<b>SB2</b>	P. G. C. Halstead	P. G. C. Halstead	J. A. Bretherton
<b>SB1</b>	G. A. H. Smith	M. K. Cranney	P. J. Glover
<b>SA2</b>	A. L. Godden	A. G. Perry	J. D. Gambrill
<b>SA1</b>	D. I. Cook	(C. G. Cotton)	D. G. Wood, O. P. Wood

### MIDDLE SCHOOL

<b>IVC</b>	R. J. Austin	R. R. Hyles	R. A. Stanistreet
<b>IVB2</b>	H. C. Jenkins	H. C. Jenkins	P. M. Drummond
<b>IVB1</b>	P. C. Coleman	P. Staples	H. Fay
<b>IVA2</b>	R. I. Warner	A. C. Goswell	D. T. Morling
<b>IVA1</b>	(R. P. Salmon)	(R. P. Salmon)	(A. C. Cameron)
<b>VC</b>	K. A. Wood	P. A. Bright	R. A. Little
<b>VB3</b>	C. D. Bertinshaw	P. L. Clinton	G. B. Blackburn
<b>VB2</b>	R. B. Pearson	R. B. Pearson	J. W. Coward
<b>VB1</b>	D. T. Armstrong	(D. H. Pigott)	D. P. Sault
<b>VA2</b>	G. M. Berner	A. M. Graham	D. J. Eaton
<b>VA1</b>	(T. S. Olds)	(T. S. Olds)	(B. C. Newell), (T. C. Sutherland)

### UPPER SCHOOL

	Lower VI	Upper VI
<b>Divinity</b>	(D. A. Patrick)	(R. J. Manuell)
<b>General Merit</b>	I. C. Clarke	(R. S. Gray), (A. W. Sweetnam)
<b>General Studies</b>	(D. A. Patrick)	(S. C. Gandevia)
<b>Economics</b>	D. J. Coghlan	(P. T. A. Geddes)
<b>Ancient History</b>	W. J. Clarke	(I. R. Hatchett)
<b>Geography</b>	G. W. Lee	Not awarded
<b>Science</b>	(G. B. Cranney)	(P. T. A. Geddes)
<b>Modern History</b>	(D. A. Patrick)	(P. J. Kaldor), (C. C. Kennett)
<b>German</b>	J. W. McPhail	(R. J. Manuell)
<b>French</b>	(P. A. Cole)	(C. C. Kennett)
<b>Latin</b>	(P. A. Cole)	(L. R. Townley)
<b>English</b>	(P. A. Cole)	(R. L. Dey)
<b>Mathematics</b>	(G. B. Cranney)	(V. B. McCauley)
<b>Second in</b>		(V. B. McCauley)
<b>General Proficiency</b>	(G. B. Cranney)	(L. R. Townley), (G. H. Girvan)
<b>First in</b>		(V. B. McCauley)
<b>General Proficiency</b>	(P. A. Cole)	(L. R. Townley)

## SPECIAL PRIZES

### ART:

W. M. N. Stewart Memorial Prize	
(Preparatory School) .....	A. C. Skeoch
Junior Prize .....	M. I. R. Jones
E. T. Thring Memorial Prize .....	R. J. Carr

### CATECHISM:

Uther Prize .....	R. J. Bradshaw,
	C. R. Elvy

### GENERAL KNOWLEDGE:

IIIrd & S Forms .....	R. A. Clarke
IVth & Vth Forms .....	G. C. Travers
John Jamieson Memorial Prize (VIth Forms) ..	P. T. A. Geddes

### MUSIC:

Theoretical Junior .....	J. D. Molesworth
Theoretical Senior .....	G. M. Lewis
Practical Junior .....	R. J. Halliday
Practical Senior .....	D. A. Patrick,
	D. H. Pigott
R. G. H. Walmsley Memorial Prize .....	M. D. Burfield

### WOODWORK:

Junior Prize .....	P. L. C. Dent
G. R. & R. V. Kierath Prize .....	J. D. Stanley

### WOOLCLASSING:

Riverina O.B.U. Group Ray	
Holmes Memorial Prizes .....	
{ 3rd Year .....	D. S. Duddy
{ 4th Year .....	W. G. Garnock
{ 5th Year .....	I. P. J. Wass

### CHOIR:

Junior .....	I. C. Hargreaves
Senior .....	M. H. Allerton
David Davies Memorial Prize .....	A. D. Lee

### ORIGINAL CONTRIBUTIONS TO THE SCHOOL MAGAZINE:

"The Torch Bearer" Prize .....	D. L. Hammond,
	S. B. Robertson

### DEBATING PRIZES:

R. J. Manuell
J. D. Cook
J. B. Sautelle
V. B. McCauley

### GENERAL ACTIVITIES:

John Martin Burgess Prize .....	B. Morrice
Frank Cash Memorial Prize .....	D. H. Pigott
Hugh Barker Memorial Prize .....	I. R. Hatchett
Old Boys' Club Prizes—Vth Form .....	S. P. Champion
Upper VIth Form .....	M. D. Burfield
	R. O. Menck
Old Boys' Union Prize .....	P. D. Butler
	C. F. Fenton
D. J. Richards Memorial Prize .....	R. A. Moyes

**PREPARATORY SCHOOL:**

John Scott Memorial Mathematics Prize .....	P. J. Scougall
John Scott Memorial Prize (IIA Form) .....	P. J. Scougall

**THIRD FORM:**

Daryl Loddington Hall Memorial Prize (French) .....	J. D. Collins
Alan Ludowici Memorial Prize (III A1 Form) .....	J. D. Collins

**S FORM:**

George Gordon Black Memorial Prize (English) .....	A. D. Lee
Hunter Stephenson Prize (French) .....	C. G. Cotton
Selby Prize (Science) .....	P. B. Cooke
Tamworth O.B.U. Group Prize (Mathematics) .....	C. G. Cotton
Alan Ludowici Memorial Prize (SA1 Form) .....	C. G. Cotton

**FOURTH FORM:**

Frank Bennett Memorial Prize (English) .....	R. P. Salmon
Roy Milton Prize (French) .....	R. P. Salmon
L. R. Benjamin Memorial Prize (Science) .....	D. E. Farmer
Geoffrey Cohen Memorial Prize (General Merit) .....	A. C. Cameron
Tamworth O.B.U. Group Prize (Mathematics) .....	D. E. Farmer
Alan Ludowici Memorial Prize (IV A1 Form) .....	R. P. Salmon

**FIFTH FORM:**

Harry Eames Budd Memorial Prize (English) .....	T. S. Olds
Eric Mileham Litchfield Memorial Prize .....	{ B. C. Newell, T. C. Sutherland
(General Merit) .....	
Hunter Stephenson Prize (Mathematics) .....	T. S. Olds
Alan Ludowici Memorial Prize (VA1 Form) .....	T. S. Olds

**LOWER SIXTH FORM:**

Stewart Caldbeck Memorial Prize (English) .....	P. A. Cole
M. A. Ibery Prize (Modern History) .....	D. A. Patrick
Stewart Caldbeck Memorial Prize (Second in General Proficiency) .....	G. B. Cranney
G. H. Broinowski Prize (First in General Proficiency) .....	P. A. Cole

**UPPER SIXTH FORM:**

David and Elizabeth Carment Prize (Mathematics) .....	G. H. Girvan
Donald Muston Memorial Prize (General Merit) .....	S. C. Gandevia
Russell Sinclair Memorial Prize (General Merit) .....	A. W. Sweetnam
The Lodge Torchbearer Prize (Ancient History) .....	Not awarded
Desmond Hum Memorial Prize (Geography) .....	P. T. A. Geddes
John Kingsmill Phillips Memorial Prize (Chemistry) .....	C. C. Kennett
Monteith Cowper Wood Memorial Prize (Physics) .....	P. J. Kaldor
Ian Menzies Memorial Prize (History) .....	R. J. Manuell
Herbert Kendall Memorial Prize (French) .....	L. R. Townley
David Cowlshaw Memorial Prize (Latin) .....	R. L. Dey
J. S. Wilson Memorial Prize (English) .....	V. B. McCauley
Charlton Divinity Prize .....	R. J. Manuell
Harold Dean and R. S. Reid Prizes (Mathematics) .....	{ V. B. McCauley L. R. Townley
Percival Sharp Memorial Prize (VI Form) .....	T. L. P. Hodgson
A. H. Wade Memorial Prize (General Merit) .....	R. S. Gray
War Memorial Prize (Second in General Proficiency) .....	V. B. McCauley
Burke Prize and United Services Prize (First in General Proficiency) .....	L. R. Townley
Brian Pockley Memorial Prize .....	D. J. Watson



## THE HEADMASTER'S REPORT, 1971

Your Grace, Mr. Healey, Ladies and Gentlemen,

Today it is our pleasure to welcome to Shore an old friend and a famous headmaster. We are delighted that Mr. Healey has been able to come away from his own numerous speech days to have a busman's holiday here. He has been headmaster of two great Australian schools: Sydney Grammar School and Scotch College; he has been Chairman of the Headmasters' Conference of the Independent Schools of Australia; and he has been a driving force in independent education throughout Australia for more than twenty years. Shore is proud to mark such service to independent schools by inviting him to be present today, for throughout his career as headmaster Mr. Healey has constantly advocated the significance and importance of independence in education and the need for schools such as the one he leads.

In this age of debunking and hypercriticism many people seem inclined to overlook and to decry the part played by independent schools in the life of the nation. It seems necessary to remind our critics once again that independent schools are essential to the life blood of a free society. First, they involve in the education of the nation those concerned citizens who act on governing bodies and on other voluntary organisations connected with each independent school. Secondly, independent schools play an energetic role in safeguarding academic and professional freedom, and battle against the eroding inroads of far ranging education acts in each state. Thirdly, there is no guarantee that governments would want to provide, even if they were able, either at public or at any expense, the type of education that many independent schools offer. But perhaps more importantly, independent schools offer to all citizens a diversity and a choice in education, just as there are diversity and choice in all aspects of a free society. The disappearance of independent schools would be a sad blow to the liberty of the individual and would definitely hasten the day when all learning was controlled by a centralised authority over whom the individual would have little control.

At the School Certificate examination in 1970 only one boy failed. Sixty-two boys obtained six advanced level passes, 38 boys gained Commonwealth Secondary Scholarships. These results were better than usual; but there are indications that in future boys will need to produce even better quality in their work if they are to compete successfully among the increasing numbers sitting throughout the whole state.

In the Higher School Certificate the results were somewhat variable; the best results were extremely good, yet only 71 per cent matriculated. I. A. Pollard obtained six first level passes, A. M. Cole obtained five first level passes, and 17 other boys obtained four first level passes. Indeed, the quality of work at first level in all subjects was very good. Forty boys obtained Commonwealth University Scholarships and one boy a Commonwealth Advanced Scholarship. At Macquarie University I. A. Pollard also won "the Bernard Curran Prize for general proficiency for the most meritorious pass in Higher School Certificate in the year immediately preceding entry to the university".

In previous years comment has been made about the need for boys

to work for the Higher School Certificate over two years in order to prepare adequately for the intense competition now associated with this examination. The School has positive proof that boys who spend their time in the Lower Sixth and Upper Sixth at loggerheads with the education which the school offers, both in academic and personal discipline, do not progress as well as they should. Indeed there is evidence in some cases that they regress in an alarming manner.

Four matters of academic concern, however, need particular comment. First, one of the striking features of secondary education in recent years has been the alarming decline in the number of students studying foreign languages. It has been claimed that the study of traditional foreign languages such as Latin, French and German has no relevance to modern living. Yet the decline in the demand for Latin, French and German has not been replaced by a corresponding demand for the study of Indonesian, Japanese or Spanish, all of which have today a commercial use relevant to Australia. Perhaps the change from six to five in the number of subjects studied has resulted partly in the decline in languages; but it is not the sole reason. Apparently there is an increasing number of persons who consider that the main purpose of secondary schooling is vocational rather than educational; hence a demand for a secondary curriculum which will only prepare a boy to take his place in the commercial life of the city or in the humdrum stream of university professional preparation. This belief that secondary education is merely a vocational preparation for the later pursuit of economic gain may reflect a growing disillusionment with education as the means of achieving understanding between peoples and nations and as the panacea of all ills in the world.

However, it is interesting to reflect historically that those previous eras which have been regarded as times of peace have coincided with an educational curriculum which is broad based and liberal, not narrow and vocational. Education, and secondary education in particular, should aim to develop the whole man, and should allow time for the spiritual and intellectual development of the boy as well as for a small amount of vocational preparation. The study of foreign languages is not a waste of time, but is a means of awakening a boy's interest in countries other than his own.

It is interesting also to realise that Australia is one of the few countries, if not the only country, where it is not compulsory to study a foreign language as well as the national tongue. In most countries the foreign language studied is English, which has become the lingua franca of the world. But Australians apparently are deciding that they will never learn any other language. This will be nationally disastrous in due time, because we shall not be able to communicate with any other nation at all. While a boy is young he can easily develop an ability in languages and learn a basic method of study which will enable him later in life to approach the learning of any foreign language confidently and methodically.

No matter what sort of a school system a boy attends, the vision of education must surely be the same: there is need for culture as well as vocation, for thought not indoctrination, for discipline not permissiveness. The Karmel Report on Secondary Education in South Australia supports this concept: "We do not accept the view, seldom baldly stated, but often implicitly held that the school has the sole responsibility for the intellectual, physical, social, emotional, aesthetic, moral and spiritual development of the children it has in its care. It does a great deal in the (approximately) one-third of the child's waking hours in which it guides his learning. None the less it would be unrealistic not to recognise that family, peer group, social organisations, friends, church and leisure-time activities all have their influence on children. Society itself is uncertain of many of its values and unwilling to provide for children models of behaviour which are

accepted and used also by the post-school society, and teachers and school authorities are right to resist pressures that the school take over full responsibility for moral and ethical development. We reject too the view that there is a single type of person that schools should produce and that all resources in society should assist in producing this person."

Here is a plain enough statement that the seeking of vocational training is not the sole purpose of secondary education.

Secondly, the increasing use of computers to store data of an educational nature about individuals is a cause for concern. It is now so easy to record and keep in easily accessible form for ready retrieval details of IQ tests, examination results and other educational records—all of which are confidential and highly personal. And yet this information is often being used for other purposes without the consent of the person involved. So the privacy of the individual is apt to be discarded, overlooked or scorned. The individual finds himself confronted by a decision reached about him based on confidential information which he either did not know existed or thought was securely kept in a place inaccessible to the decision makers.

At this School we are deeply conscious of the need to keep confidential such information as we collect about boys as they pass through the School. We go to great pains to see that the information is not misused; and we hope that all schools and both private and government agencies do likewise.

Thirdly, it is sad to have to report that far too many boys stay at school beyond the fourth and fifth years of secondary education when they really do not wish to accept either the discipline of being a schoolboy or the amount of academic study that they have to do. Far too many employers are demanding the Higher School Certificate as a qualification before employing a school leaver. These employers still have not realised that in its present form the Higher School Certificate is mainly biased towards academic scholarship rather than towards vocational education. Many boys would be better to leave at the end of four or five years and go to work; so they would not find themselves bored or dissatisfied with a course in which they have no interest. It is time the community understood that all education is not necessarily found in secondary schools; many boys find their best education in the world beyond the school.

Fourthly, in view of the criticisms especially of the Higher School Certificate examination as a predictor of success at tertiary level, the prime purpose of this examination and also of the School Certificate examination needs to be stated once again. Both examinations are school certificates which are given to mark the satisfactory completion of a course of study at school of either six years or four years. Neither examination was ever designed to be the means of prediction of future academic success; the examinations are tests of academic standards reached at school. The fact that they are being increasingly used for prediction of future success is causing a warping of the school curriculum and causes the community to set a value on the certificates beyond their intended objective.

It is pleasing to be able to detail certain academic successes. V. B. McCauley won a senior certificate, P. N. Duffy a junior prize at the Annual Mathematical Competition. Thirty-nine boys were successful at the annual examination of the Alliance Francaise, L. R. Townley's performance being highly recommended. However, it is clear that not enough boys are entering for these competitions, "not for the sake of a ribboned coat", but for the zest of the academic challenge which such a competition implies.

In games, the year has been more than usually successful. Boys have accepted the need to improve their fitness and have made beneficial use of the physical education complex. It has been pleasing to be able to carry out quite a large amount of fitness training at the school and so to save the time of travelling to Gladesville or to Northbridge. Doing a circuit has become a recognised and acceptable thing to be done, and as a result physical fitness has improved.

In rowing, the season was successful with two first places, one second and three fourths in the G.P.S. Regatta. The junior crews did not do so well as usual perhaps, and there are indications that more determination will be necessary to reach the standards displayed by the junior crews of 1969 and 1970. Once again the School is grateful to the many coaches, especially Old Boys, who help during the season; and of course the rowing camps cannot function without the generous assistance of so many mothers.

The School's cricket has reached a peak with both the first and second XIs being premiers, thereby repeating the success of 1969. In the season from September 1970 until April 1971 these two teams played 31 matches, won 22, drew 8 and lost one only. The general strength of the School's cricket can be seen by the fact that in the last season all teams played 196 games, won 126, drew 34 and lost 36. So there has been a vast improvement in the quality of the cricket and in the standards which all teams have reached. S. G. Campbell, M. N. Falk, D. A. H. Johnston and G. R. Wilson were selected in the combined GPS 1st XI.

In football also the season was extremely successful. 561 games were played, 315 won, 37 drawn and 209 lost. The 2nd XV were premiers and seven teams (the 15B, 15E, 15H, 13B, 13C, 13E and 12A) did not lose a game. The magnitude of the organisation necessary to cope with 561 games can readily be imagined, and Mr. Emery is to be congratulated for this. The willingness with which boys, Old Boys and masters have refereed makes it possible for the School to maintain such a huge programme. A positive plan to train referees which has now been going for nearly ten years has resulted in several young Old Boys taking their place as referees in grade football, in addition to the number of Old Boys who are playing in all types of football throughout the state. This year 17 boys gained their junior referee badges and, to become qualified, 13 more have only to do a field test at the beginning of next season. Three boys also have become qualified as first aid attendants. So the School is almost completely self contained so far as its football is concerned. Mention, however, must be made of Mr. Allan Winter, who has looked after the first aid of the School for many years. The School deeply appreciates his services and hopes that he will be able to go on in the future, even though he now finds the duty quite heavy.

The rifle shooting teams were reasonably successful. The first team was second, winning the NRA Shield, while the second team was third. D. L. Hammond, G. H. Barker and R. N. Duddy were selected in the combined G.P.S. team whilst M. D. Burfield was a reserve.

The athletics teams showed the results of the early planning and the fine captaincy of P. M. Selosse, whose energy in encouraging boys to start training in Term II proved an inspiration. Selosse's encouragement of younger boys was adequately rewarded by his own first class record over the 110 metres hurdles. The senior team was fourth; the junior team was fifth. There are still some sections of the athletics which are weak; and distance runners particularly need to start their training much earlier in order to cope with the standards now required.

In tennis 12 teams played 56 matches, won 51 and lost 5. The first and second team won all the matches they played. B. S. Cranney, A. G. Bosanquet, P. M. Jeffery were selected in the Combined G.P.S. team.

As reported last year, the swimming carnivals were modified throughout the year to make use of the pool. In the G.P.S. swimming the School

team came second. So far we have not been able to find exactly the right way in which to use the pool but there is much more swimming in the School than has taken place in the past. Swimming has now become a game with regular practices during the week and carnivals on Saturdays.

The surf life saving of the School continues to be experimental and of great assistance to the Surf Life Saving Association of Australia. The school has now been providing surf life saving as a game for ten years. Each year we have trained instructors and entrants for the bronze medallion and the qualifying certificate. We have also applied a high standard of performance before boys have been allowed to sit for the surf life saving examinations. This year five boys qualified for the Instructor's Certificate, 12 for the bronze medallion, 12 for the qualifying certificate and a further group of boys will be sitting later in Term III. At the request of the Surf Life Saving Association of Australia we have tested the new four man drill, the use of closed cardiac massage and are now preparing a report for the Association on surf life saving as a school game. We have at times trained adult instructors for other clubs; on occasions boys of the School who are qualified instructors have helped train club members outside the School; and of course we have regularly patrolled beaches on Saturdays. The concept of surf life saving as a game suitable for senior secondary pupils arose out of the ideas of the Rev. P. B. Ball when he was on the staff of the School and has been expanded by Mr. Edwards in recent years. In this field the School has been a definite leader. Our continuing thanks go to the Manly-Warringah Branch of the S.L.S.A., the Board of Examiners of the Branch under Mr. L. MacDonald (the Hon. Superintendent) and Mr. K. Plummer (Supervisor of No. 1 District). We are, as always, deeply indebted to the Queenscliff Club and its President, Mr. A. Chapman.

Basketball was not as successful as last year but is now developing from a sound base. There are now six teams which played 33 matches, won 18 and lost 15. Matches are played according to the same draw as the cricket and tennis.

At last the indoor miniature rifle range has been completed in the PE complex. The Small Bore Rifle Club has thus been revived. The School has provided four target rifles and telescopes additional to the two of each provided by the SCEGS Association and the club. Next year it is hoped to run a handicap shoot each term as well as a junior and senior championship shoot. It is hoped to establish some form of regular matches with other schools and clubs.

Adventure training continues with more boys becoming aware of the joys of walking in the bush and the obligation on all to conserve this heritage. I only wish that we could afford to develop Linden for even more use than it can be given at present.

In summary, it is reasonable to say that the quality of games playing in the School is good. However, once again it seems necessary to remind everyone that it is the spirit in which the game is played rather than the winning of the game which is of vital importance. Over the years it has been necessary at regular intervals to impose some check upon highly competitive sport; and it seems needed again now. Games properly controlled are a most valuable factor in education and add greatly to the development of a boy's character. However, the urge to excel in competition must not make too excessive a claim upon the interests and energies of boys, particularly in these times of a very difficult and highly competitive entry to post secondary education. All school games should be played in a completely amateur spirit and schoolboys must be made aware of the difference between an amateur and a professional approach to the playing of games. In this School we set store by teaching boys this difference, not for any

reasons of snobbery but so that they will understand that games are merely a part of their life not their ultimate goal.

The School values the enthusiasm and support of parents and Old Boys at all times and hopes that they will assist the School to teach boys the right approach to games and the need for the most scrupulously fair sportsmanship at all times. In this respect adults can set a fine example for boys to follow.

The change in the establishment of the Army Cadets forecast last year has now taken place and has resulted in the boys themselves having a much more active part in the running of the unit. The army syllabus of training has also changed markedly over the last few years and now works towards making a boy more self reliant in places and circumstances where all the comforts of a home are not available to him. The policy of recruiting the S Forms has also proved very successful and will be continued. A. C. Helsham, R. S. Gray and D. J. Rossiter were third, fourth and fifth respectively at the CUO course, while R. W. Reynolds was fourth in the senior NCO course.

The A.T.C. is also progressing well. Under command of the boys there was a good ceremonial parade earlier this term. A. W. Sweetnam was first in the CUO course while E. J. D. Barker was first in the senior NCO course.

The debating team has had moderate success, having had to build up again since so many boys left the group. Interest in this activity has not been as vital as in other years, consequently the standard is down at present.

In the Duke of Edinburgh Award five boys who were eligible had their Gold Awards presented by the Duke himself: T. J. Bertinshaw, M. D. Burfield, J. D. R. Stanley, L. R. Townley and R. M. Pegg (an Old Boy).

In the Scouts the situation has become quite serious. Mr. J. K. Morell, who has led the troop for so many years, feels that he will be unable to carry on much longer. Unless a scoutmaster can be found, it looks as if the troop will have to be closed. Naturally, no decision to do this will be taken until all avenues have been explored.

No report of the year's activities would be complete without reference to the work of the Chapel vestry, the Chapel choir, the Crusaders, the Dramatic Society and "The Shore Weekly Record". The fact that this reference is general rather than detailed does not take away from the importance of these activities. In all of them boys take a very prominent part and carry on the societies with great zest and determination. The quality of their performance is high and the variety of their interests is quite striking. However, special reference must be made to C. F. Fenton, who as editor of the "Record" has shown great balance and calmness at times when political pressures have been, perhaps unfairly, placed upon him by his peers. With his committee Fenton has imposed his own censorship of decency and common sense.

Boys also have a large duty in the running of the Sports Executive, the games room, the library, the archives and the Sixth Form committee. Too frequently do some critics of the School claim that there is little opportunity for a boy to express his personality in the activities of the School. But this list of extra curricular activities shows that there are many opportunities for boys to exercise their initiative and their leadership if they have the energy and desire to do so. All these activities and societies have masters who help with advice and who offer experience;

but the same masters are quite prepared to take a back seat in the running of the activity, provided that the leadership of the boys is intelligent and sensible.

The School expresses its gratitude to the many donors who help in so many ways: to the donors to the Trident Development Project which now stands at \$637,204; to the S.C.E.G.S. Association for a further donation of prints to be placed around the school and for the magnificent effort which goes into the annual American Tea; and to other individual donors. I assure the ladies that the boys deeply appreciate their efforts and that the library committee is delighted with this year's gifts. The parents of the late Mr. Caldbeck, a former member of the staff, have endowed two prizes in the Lower Sixth, one for English and one for second in General Proficiency. The family of C. Stewart Hordern has endowed a prize for the Senior Venturer. Both these prizes will be given this year for the first time. An anonymous donor gave a deep freeze refrigerator for use in the boat shed, thus improving the facilities available during the rowing season.

In proportion as society has changed its philosophy in recent years the management of the School has become far more difficult. The philosophical concept of egalitarianism, at present so popular, by definition conflicts with the hierarchial structure of discipline and administration which is necessary and essential in an institution where there are boys aged from nine to nineteen years. One cannot help but think of the phrase in the School lesson "a cloke of maliciousness" when one sees the positive efforts made by some boys, and regrettably at times by some parents, to hamper prefects in the legitimate performance of their duty. One cannot help but think that some of the prefects' critics are moved by jealousy more than by a philosophical difference of opinion. One has merely to look at various pages in this prize list to see how much influence is exerted by prefects in various areas in the School. If one adds membership of teams and leadership in societies it is extraordinary how much work for the benefit of other boys and for the School the prefects do in the course of the year. In these circumstances it is proper to compliment them upon their leadership this year. It is even more demanding to be senior prefect, so the leadership of David Watson is to be all the more praised.

The management of the School is greatly enhanced by the devotion of the various staffs. The willingness with which matrons and domestic staff look after boarders and the care and devotion with which the ground and maintenance staffs look after the School's property speak highly for the leadership given by the Bursar and his staff. At all times their work for the School makes my task much easier.

Of course the performance of the academic staff is the major factor in the success of any school, so may I thank all members of the staff for their work this year. It is not easy to be a school master in these days of permissiveness and of carping criticism by people who have never served in schools, many of whom have no understanding of the sensitive relationship needed between boy and master. Such people do not understand the selfless devotion given by members of staff such as Mr. T. Milfull, Mr. K. D. Anderson, and Sergeant-Major J. H. Dixon, who have served the School since 1939, 1940 and 1948 respectively, a total of 89 years of service between them. All three are retiring this year and we wish them a long and happy retirement.

There is no sphere of the School's life which these three gentlemen have not influenced. Mr. Milfull has taught Mathematics and French; Mr. Anderson has taught French and for many years has been master in charge of enrolments. Both masters were ardent coaches of games in their younger days and have kept a coaching interest right up to the end of their time. I shall miss Mr. Anderson's wisdom as senior master and would thank him for the many extra tasks he has taken on in the last few years when I have been away from the School. I shall also miss Mr. Milfull's gentle reminders of the matters I have forgotten to tell the staff.

Sergeant-Major Dixon will no doubt be missed by one "squad" of boys in the school. His service has been in the fine tradition of previous holders of his office and we hope that his health will improve when he has not the daily round to follow. We shall miss his pleasant smile and his ready though at times bluff willingness to help boys.

If we add to these retirements the resignation of Doctor R. M. Dey as school medical officer we bring the years of service to over 100, for Dr. Dey has been helping for 15 years now. His advice has always been calm, invariably right, and always in the boy's best interest. The school thanks him for this service.

I should like to thank these four men for this century of service and I do so willingly and with the deepest gratitude on behalf of the many boys, old boys, staff and parents who have been helped by them.

During the year Messrs. L. A. Peterkin, M. D. O'Sullivan, J. E. Wilson and B. R. Dawson left the staff and Mr. A. R. P. Steele went on leave. In their place came Messrs. I. Chapman, N. J. Gilbert, A. M. Ashby and Dr. W. B. Crispin. In 1972 Mr. J. B. R. Terry, Mr. W. M. Easton, and Sergeant-Major Scott are leaving, the Rev. D. C. S. Smith and Mr. J. R. Gorham will be on leave. Messrs. M. D. Mills (B.A.), K. St. Heaps (T.G.D.), B. N. Field (T.C.), A. Gow (T.C.), C. E. Fearon (M.Sc., T.C.), C. R. Laflamme (Dip. Eng.) will be joining the staff and Mr. P. R. Carroll will return from leave overseas.

The last paragraph of my report in 1970 said: "We need to take time to look at ourselves: family, church, school, man, woman, child. And we need to give time to each other to communicate with one another."

As many of you are aware the School has looked at itself this year by means of a questionnaire which has sent to a sample of boys, parents, past parents, old boys and members of the staff. I can assure you that the sample was properly taken and that there was no special selection of persons to whom the survey was sent. As yet the report has not been received. However, this survey does show that the School is alive to the need to look at itself and to reconsider its policies once more.

But even since last December there have been considerable changes in education and in society which merely show the strength of this quotation from the Karmel Report: "There will always be a gap between purposes and practices, always something better to be striven for in education . . ."

The mass media have made it clear that they intend to enquire into any issues, thereby coming into a difficult relationship with the possessors of power in any sphere of activity, and so not making the work of people in high positions any easier. Again and again, the task of the schools has been made unnecessarily more difficult by false prophets in positions of influence in the mass media who do not seem to balance intelligent judgment with discriminating guidance when dealing with the young or when dealing with those areas of life which concern the young.

Standards of advertising have declined even further apparently, since it does not seem possible to sell cars, soft drinks, soaps or cigarettes without the display of partly clad females. And when one queries the



logical connection between semi-naked girls and garage doors, one is accused of being conservative. In fact, as the leader of "The Sunday Times" in London recently wrote: "Everything is permissible in the permissive society, except raising the subject of moral standards." If society does not try to develop some values in the younger members, the School must endeavour to do so.

But when one raises moral issues and standards, there are immediately cries of outmoded values and of interference with personal liberty, and there are charges of hypocritical and double standards and of a lack of understanding of the present generation. It does not seem possible these days to have any reasonable discussion of the need to balance freedom and discipline, because there is a basic paradox in the philosophy of egalitarianism which the young now so avidly pursues. For in an egalitarian society where so many people must live together, who decides the community standards to be adopted or the moral values to be adhered to? The moment some one person or some one group makes a decision a hierarchy has automatically been set up, thus the concept of egalitarianism is by definition no longer possible. Nor is this paradox a flight of imagination, because even the strongest exponents of the widest permissiveness admit that there must be certain restraints in practice; for example, racial propaganda cannot be allowed. So, if there can be restraint in this one area, why not in others? In this paradox lies the failure of egalitarianism as a philosophy suitable for the young to adopt; and this is the moral dilemma the young face today. In their dilemma they are often not helped by some who seem to have forgotten that one may never manipulate people for one's own ends.

In a school with pupils aged from nine to nineteen years it is not possible to have any structure other than some form of hierarchy, because there must be delegated responsibility for, and control of some boys by others at all ages throughout the school. But the egalitarian approach to the performance of those essential duties which must be executed in any school is causing boys to fail to do the duties thoroughly, or to accept a full range of duties, or even to do them at all. The result is a dilettante attitude to responsibility, in that boys decide they will accept some duties and not do others, or that they will not persevere in the performance of any duties. Such an egalitarian approach causes a fragmentation in the life of the school. Any consequent demand for unity (say, team spirit), or any requirement for giving up time to some activity, or any need for plain, old fashioned service to others is regarded as an infringement of personal liberty and therefore to be resisted. Too often does a boy say that, as he was not involved in a particular act of indiscipline, why should he have taken any steps to prevent it, whether he holds office or not. The competing values of order and liberty do not seem to be important to him any more; his own ideas and his personal honour are, he claims, all that matters.

May I quote from my Speech Day report in 1960: "A schoolboy's honour—so mistakenly called—often prevents him from reporting obvious and wilful instances of extreme misconduct, thereby condoning the offence by taking no action to prevent its re-occurrence. I am not suggesting that boys become tattle tales; but there must be a standard of conduct which is acceptable to any community; all conduct which falls below this standard must not be accepted; and steps must be taken to improve it. If one boy sees another behaving in an improper or reprehensible manner, it is the former's duty so to exert his personality that the misbehaviour ceases. If he fails to prevent the misbehaviour, he must enlist the aid of friends of like beliefs to help him in his task. If this group of boys, all of whom consider the conduct in question to be reprehensible, fails to prevent the misconduct, then the group must report the incident to the proper authority—his parents, or the school, or the police if necessary. To adopt such a line of action demands moral courage. And to deal with

such a situation demands courage by the authority. Far too often at present misbehaviour is condoned by persons in authority because it will cause too much upheaval to do otherwise. Far too often parents condone illegality or aid directly in its committal, by consistently asking for the school's approval for their sons not to obey the school rules. Demands for special leave or privileges are a tacit undermining of the school's authority since they imply the idea that rules are made to be broken and that the breaking of them is not of serious import. Youth is no excuse for impropriety or for special regulation; Christian principles are the same for us all, no matter what our age."

This statement needs to be recorded again in the light of the puerile graffiti which is appearing on desks and walls and the wilful destruction of school property which usually takes place, it seems, after some group of boys has been justly punished.

To accept this statement, however, demands that the boy and his parents are loyal to the beliefs and practices for which this school stands. It is assumed that if a boy remains year after year in the school he does so by choice and that he agrees with the type of education the school is offering him. Why then does it become so necessary to explain to boys again and again the reasons behind the school's practices and beliefs? These aims have been well and truly tried over many, many years and are constantly reviewed, as senior boys know. The school has been prepared to re-examine its beliefs and practices this year; are boys and parents prepared to examine theirs?

Any examination of beliefs and practices does not do harm; change has become normal today. But criticism must be constructive. As one long-serving (should I say long-suffering!) housemaster in Great Britain wrote: "I can make a case for free love without thinking; but to muster arguments in favour of chastity costs me a terrible effort of mind." It is very easy to be destructive; it is much harder to be positive, to remain cohesive and to establish patterns of loyalties. If the school does not try to do this, it will disintegrate; and slackness and barbarism will supervene to the detriment of the boys in the school.

The time has surely come to ask why should youth be handled with such tenderness as is now demanded. Is there any proof that youth is the better for such handling, or for never having been made to face up to the rigidity and sternness of order, Christian morality and personal discipline, self imposed for preference but if not, imposed by authority experienced in the upbringing of youth? At present all that youth faces is a hostility to those who have other beliefs than itself. Every generation of Australians is better educated than the previous one and there is a proper and natural desire by parents to help to improve the future life of their children by giving them a better education than the parents had. However, this human desire must not prevent a parent from performing his duty as a Christian to "bring his children up in the nurture and admonition of the Lord". The Catechism makes it clear that a Christian should keep God's Ten Commandments, and that from these commandments a boy will learn his duty to God and to his neighbour. The task of a Christian is thus quite clearly stated and brooks no difference of interpretation.

This same improvement in the education of the young has also produced in the educational system a demand for facilities and teaching which increases with each generation thus adding to the cost of education enormously. The cry of those critics who claim that governments should not help the so-called "wealthy" private schools is thus invalid because these schools have exactly the same pressures on them to improve their facilities and their teaching; and hence their costs increase.

But we are in danger of falling into the trap that U.S.A. has fallen in: namely the belief that more and more "things" (materials and facilities) will produce "better education", and then being disillusioned

when the things do not produce the answer society wants. For real education is produced by people, not by things; so what we need is more exciting teachers who create situations in classrooms which arouse the sensitive creativity and reinforce the spiritual imagination of their pupils.

A boy must now be taught to think so that analysis and synthesis are natural reactions. His imagination must be developed so that he can operate at the frontiers of knowledge. He must be able to communicate with others by lucid expression; and he must develop a sense of responsibility towards his fellow men, to respect their dignity as individuals with personalities and talents of their own.

The school must therefore create a vision for boys to follow. In the 19th century there was a challenge to young men to provide officers, civil and military, for the Empire. My generation realised that they had to fight to preserve freedom against the tyranny of Hitlerism and all that it stood for. What is the challenge now? There is little evidence today of any really burning and constructive endeavour to become qualified to serve in New Guinea or Antarctica, or to establish teams to assist in East Pakistan or India, or to work among the handicapped or the underprivileged in Australia. There is much talk about such things; but there is more evidence of a nihilistic and distinctive endeavour to pull down the existing social order with the sole purpose of destroying it, not of replacing it or reforming it. There is plenty of evidence in schools that the tactics of provocation in the name of freedom and of licence in the name of pious charity are being used not for purposes of educational or personal improvement but for purposes of the destruction of high educational and moral standards which have stood for many centuries against equally virulent attacks.

Society is changing constantly and there are already signs that the "teenage" culture is on the decline. The birth rate in Australia is being artificially kept high by immigration, and by the big expansion of population which is forecast for the mid 1970s. However, there are already signs of the decline of the "teenage cult" and a shrinkage in the numbers of the sub-teen population. So the balance of education will perhaps shift once again. But though there will be change, there will still be a need for education in integrity, restraint, respect, truth, loyalty, personal neatness and common decency—these virtues will not change in the future as they have not changed in the past. There will be a need for vision, for excellence and for perseverance.

This is what this school stands for; and it challenges boys today as it has done throughout its life:

*"Submit yourselves to every ordinance of man for the Lord's sake, whether it be to the king as supreme . . . For so is the will of God that with well doing ye may put to silence the ignorance of foolish men . . . As free and not using your liberty for a cloke of maliciousness, but as the servants of God."*

There is no more time to allow our freedom to degenerate further into permissiveness; there is only time to build upon the sure foundations that are already existing.